

**1<sup>st</sup> ONLINE TEACHING**  
ENHANCEMENT AND LEARNING  
INNOVATION CARNIVAL (eTeLIC)  
BOOK SERIES

# ECLECTICNOUS APPROACH IN LEARNING

Editors:  
MHD HAFIZ KARAMI MHD ZAIN  
MOHAMMAD AFFIQ KAMARUL AZLAN



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## CHAPTER 28:

### MTASHEEL: A MOBILE ARABIC LANGUAGE LEARNING DURING COVID-19

*Mohd Firdaus Yahaya, Zulazhan Ab Halim and Muhammad Sabri Sahrir*

#### Learning Outcome(s)

Cluster 1 and 2

#### Course Area(s)

Arabic Language for Beginners



#### INTRODUCTION

The spread of SARS Coronavirus (SARS-CoV-2), which started from Wuhan, has already stirred panic around the globe, causing educational institutions to be equally affected by its spread. Malaysia is not exceptional as it is also affected by this pandemic. This dire situation has left the Malaysian government without any choice but to temporarily close all educational institutions, ranging from pre-schools to institutions of higher learning. Therefore, the face-to-face learning mode can no longer be practised. As a solution, the use of online and mobile learning (m-learning) are the best alternatives to be considered at this point of juncture.

The present use of technology is, without doubt, growing rapidly. Its use is not only limited to industries but has also expanded in teaching



and learning. The use of mobile devices these days is seen as a new way of teaching and learning, which can connect triangularly between teachers, students, and also learning materials, available in websites or cloud storage. Today, the use of mobile devices facilitates the implementation of teaching and learning, especially during the pandemic. M-learning is seen as an enabler to help students become more active in their learning process, as compared to conventional learning. This is because face-to-face learning is no longer allowed in schools in accordance with the instructions of both the Ministry of Education and the Ministry of Higher Education of Malaysia until situations revolving around COVID-19 have gradually recovered, unless if it is for certain needs. Thus, the learning process during this pandemic took off in the form of online learning instead of face-to-face learning (Mahendher, Doreswamy, Shenoy, and Uttam, 2021).

M-learning provides students with many advantages such as taking notes, accessing assignments, regardless of place or time, besides the fact that they can mostly collaborate at a convenient time with others and contact teachers at any time while accessing learning materials besides textbooks and library references (Mohd Paris and Saedah, 2016). Thus, m-learning is observed to be potentially useful and convenient during this pandemic, especially in a situation that requires distance teaching and learning or home teaching and learning (PdPR) in line with instructions issued by the Ministry of Higher Education, which emphasises the use of teaching and learning online learning during the pandemic (Kementerian Pengajian Tinggi, 2020). In order to bring life to the learning environment, students should be encouraged to choose their preferred learning methods as well as to express their opinions on online learning using m-learning so that they can be more actively involved in the process of teaching and learning basic Arabic language.

Both students and lecturers found it difficult to access learning materials located in Learning Management System (LMS), which is hosted

by the university server due to high traffic bandwidth at the same time. This incident occurred because students needed to access their learning materials uploaded by their lecturers in the LMS, and the university's server crashed for few times due to heavy online traffic to university bandwidth. This problem leads this study to find another method to solve the issue. The study found an alternative solution by using other online storage and application by the well-known platform Google.

## INNOVATION

mTasheel platform was first developed based on one of Google applications known as Google Sites. The Google Sites enable the researchers to develop mTasheel content like blogging in other available platforms on the Internet. Google Sites is a medium that enables its user to create their content like a website. There is neither require programming nor design skills needed to build content using this platform, and yet the content in this platform will be suited across all the devices such as laptop, PC desktop and iOS phone or tablet via browser. mTasheel is also backed by other web-based application, namely Wordwall. The activity and exercises in mTasheel are created by using this application. mTasheel can be accessed by using both computers/laptops and mobile devices such as tablets or smartphones. To access using a laptop, PC desktop and iOS phone, a user can use the given URL as follow: (<https://sites.google.com/view/m-tasheel>). Meanwhile, for a user who is using android devices for tablets and mobile phones, they can get the mTasheel application from Google Play Store by using the following URL: ([https://play.google.com/store/apps/details?id=com.wmTasheel\\_12689322](https://play.google.com/store/apps/details?id=com.wmTasheel_12689322)). Figure 28.1 shows the mTasheel interface accessed using a laptop computer. Figure 28.2 and Figure 28.3 show the mTasheel application and interface.

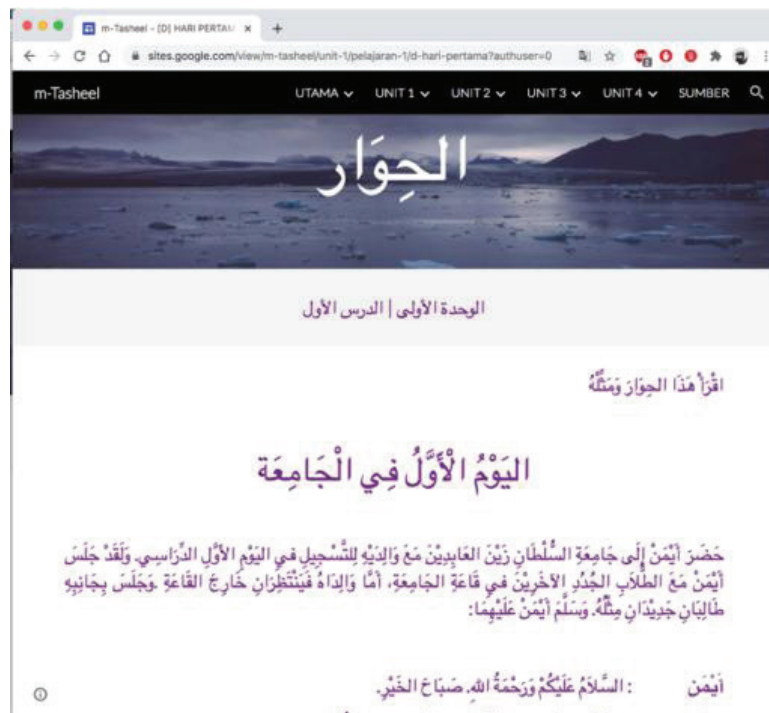


Figure 28.1: mTasheel view by using Chrome browser from a desktop computer

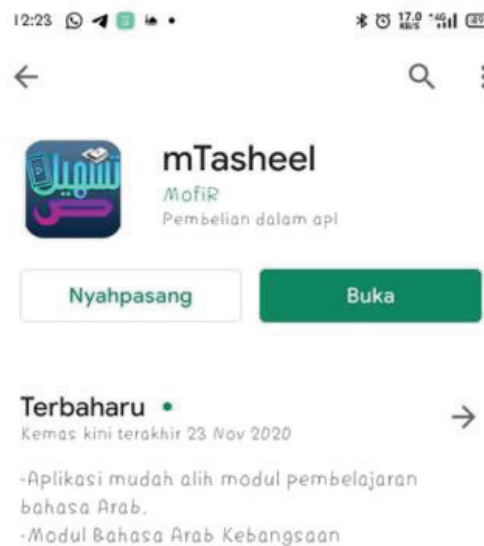


Figure 28.2: mTasheel application from Google Play Store

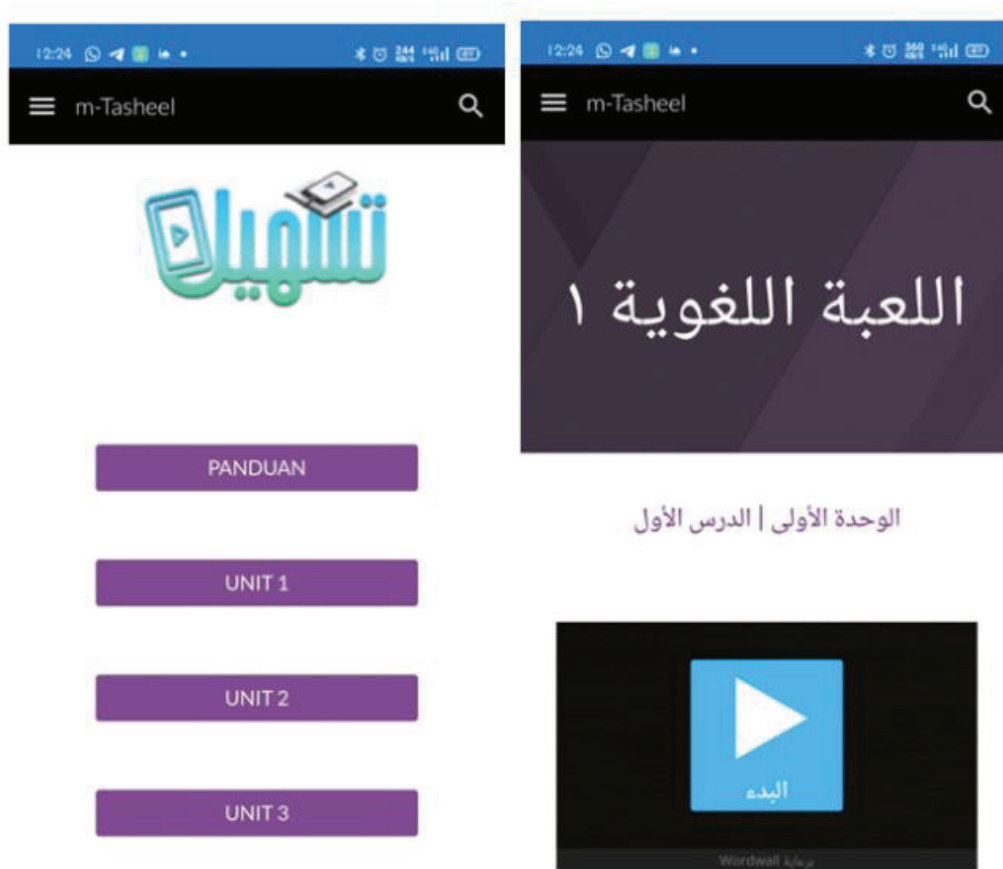


Figure 28.3: mTasheel interface

## DESCRIPTION OF APPROACH

mTasheel has undergone few processes before completion. The process is known as Design and Development Research (DDR) approach by (Richey and Klein, 2007; Norlidah and Saeedah, 2013). The whole process followed the three phases as follows; phase i) needs analysis, phase ii) design and development, and phase iii) implementation and evaluation.

mTasheel is an online platform that replaces a traditional book into a digital book. The development of mTasheel as an alternative form of learning from distance can assist both students and lecturers in accessing learning materials from distance. mTasheel consists of four chapters, and

each chapter has two units. In every chapter, it consists of dialogue, reading comprehension, phonetics, synonym, antonym, exercises, language activities and YouTube video. Thus, mTasheel is a platform that enables students to access learning materials from anywhere and anytime by using their mobile devices or desktop/laptop computers.

mTasheel is originally developed by using Google Sites, a web-based platform. In the Google Sites application, Google provides free themes, layout and types of content such as buttons, Sheets, Slides, Docs, Map, Calendar, YouTube and many more. Similar to Wordwall, a web-based app to create content, it also has several templates provided by the developer and need to select the best template to be put in the mTasheel platform. Figure 28.4 shows the admin panel for both Google Sites and Wordwall.

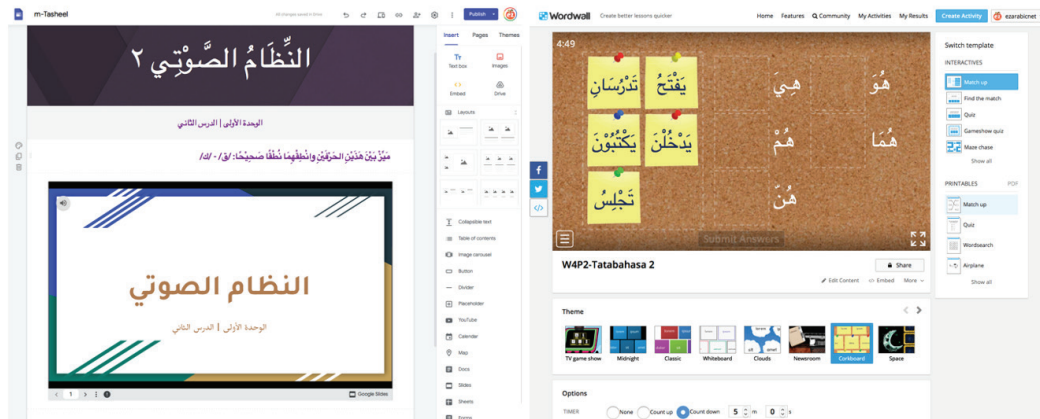


Figure 28.4: Google Sites and Wordwall admin interfaces

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## CHAPTER 29:

### IGQA: ANIMATED INFOGRAPHICS MODULE IN ARABIC GRAMMAR LEARNING

*Mohd Fauzi Abdul Hamid, Zulazhan Ab Halim and Muhammad Sabri  
Sahrir*

#### Learning Outcome(s)

Cluster 1 and 2

#### Course Area(s)

Arabic Grammar for Millennial Learners



#### INTRODUCTION

The debate on the mastery of Arabic grammar, which is said to be very difficult to learn, continues to be prominent, especially for Malay students (Mat Nawati et al., 2014). This is attributed to the natural factor of grammar itself. According to Ideris (2012), the various concepts and terms in the learning of Arabic grammar create difficulties in comprehension. The grammatical method for the Arabic language differs from other languages due to its complex learning structure. This can be seen through detailed and in-depth discussions related to sentence structure and line structure systems, positions of words, theories, and examples that are too alien for students' learning routine, which could affect the students to feel too challenged and dismayed to learn them (Ali, 2015; Ahmad Kilani et al., 2003).

Although the natural traits of the Arabic grammatical method are complex, this does not mean that the mastery of the language is limited. Various teaching methodologies in Teaching and Learning (TnL) Arabic grammar have been practised by teachers. However, the selection of creative and appropriate methods and approaches needs to be widely practised. This enables growth in impactful TnL activities in addition to achieving the desired objectives (Umami Syarah Ismail et al., 2018; Noraini and Shuki, 2009).

According to Ahmad Kilani et al. (2003), TnL Arabic grammar requires a fun approach towards understanding it. The simple and student-friendly presentation aims to prevent them from feeling bored and perceive that the language is difficult to learn. Some students are able to memorise the content that they learned. However, the most important aspect is comprehension to allow students to practice what they have learned correctly and consistently.

The use of multimedia technology in TnL is very important in line with the needs and interests of today's students. Thus, the integration between conventional methodologies and the latest technology is expected to be able to change students' perceptions that learning Arabic grammar is difficult. According to Nik Muhammad Rozi (2018), teachers need to be creative in adopting a teaching approach to ensure that the students -- especially the weak ones, do not drop out and need to be guided in learning Arabic grammar. Teaching through a multimedia environment, for example, is very suitable for students with a low level of intelligence (Sharifah Fatimah, 2013). An approach that initially requires students to focus deeply on the teacher's lecture then summarises and presents it in an engaging way will ease the students to understand and remember what is taught in the classroom. Hence, mastery of Arabic grammar should be embodied in a simple and student-friendly form (Mat Nawi et al., 2014).

As an alternative to finding solutions to the stated problems, the use of information presented through infographics is a good and effective

method. The study of Mohd Amin et al. (2017) found that students are more likely to understand information through effective visual communication and a combination of interesting graphics, and it is an agreed notion that presented information should emphasise the use of attractive colours along with simple and easy to understand text – supported with diagrams, relevant charts or tables to produce a systematic and effective presentation of information.

According to Sweeper (2017), the use of visual and infographic aid becomes an important source of information delivery as one of the teaching tools capable of accessing, manipulating and using complex statistical information important in daily life. Infographics are able to present complex information in a holistic way with large images as well as allowing designers to showcase their knowledge better (Kibar and Akkoyunlu, 2015). In line with the changes in methods of accessing information that influenced the format of information delivery for the 21<sup>st</sup> digital century or the next generation, visual knowledge sources with concise text are preferred by all (Ghode, 2012). Coupled with interactive multimedia materials that feature graphic visuals, text, music, video and animation, visual information is able to increase the rate of student understanding towards a material taught by 30% more than students who use traditional learning methods (Baharuddin et al., 2003). The use of these multimedia elements can also stimulate students' interest to follow TnL more interestingly (Siti Aminah and Fazlinda, 2018). Educational technology through animation also allows complex concepts to be presented visually and dynamically (Amanee et al., 2019).

Thus, an Arabic grammar learning module was developed in this study by using animated infographics as an alternative method for the purpose of attracting students to learn as well as facilitating understanding based on the advantages inherent in the method. The module is called the Qawa'id Arabiyyah Infographic Module or its abbreviation, which is the iGQA Module.

## INNOVATION

The Qawa'id Arabiyyah Infographic Module (iGQA) was developed in an effort to facilitate understanding and attract students to master Arabic grammar. The content of this module covers Arabic grammar topics in the form of animated infographics. Topics are based on the syllabus of the Ibn 'Aqil Syntax Text Study Course offered to students pursuing the Bachelor's Degree Programme (ISM) in Arabic Studies, Sultan Zainal Abidin University (UniSZA). Text, images and audio are combined and presented in a concise, engaging and focused form. The iGQA module can be accessed through the YouTube application, and a special eBook is provided to access the modules as well as interactive training online. Figure 29.1 shows the iGQA Module development process.

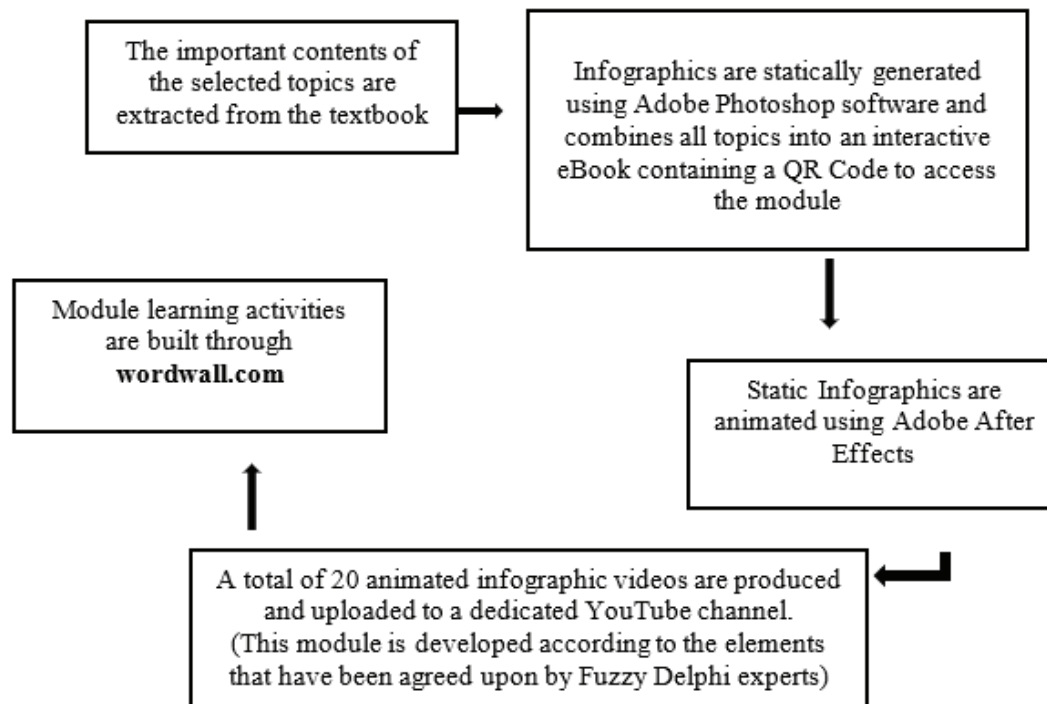


Figure 29.1: iGQA Module Development Process



Figure 29.2: Static Infographic Display in eBook Form



Figure 29.3: Static Infographic Display in eBook Form

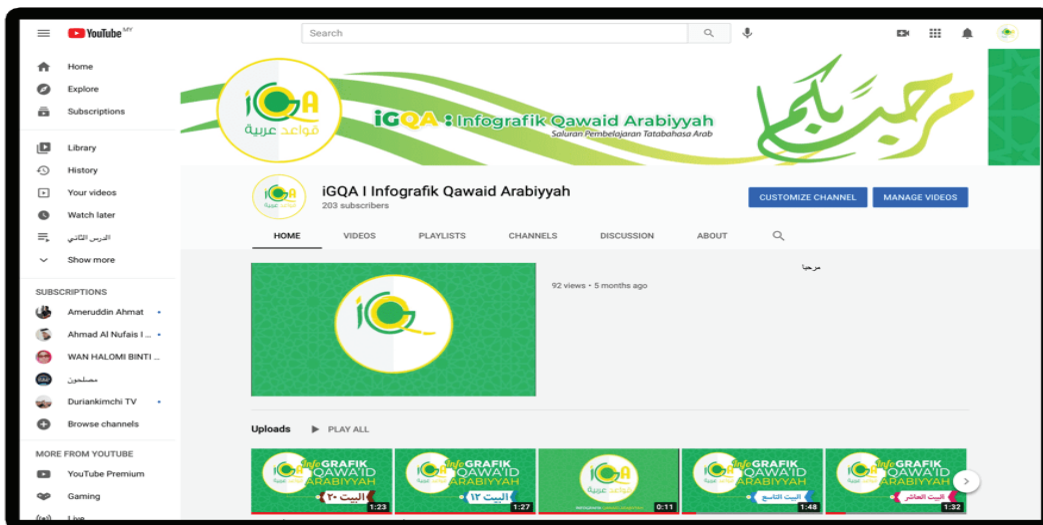


Figure 29.4: YouTube View of the iGQA Module



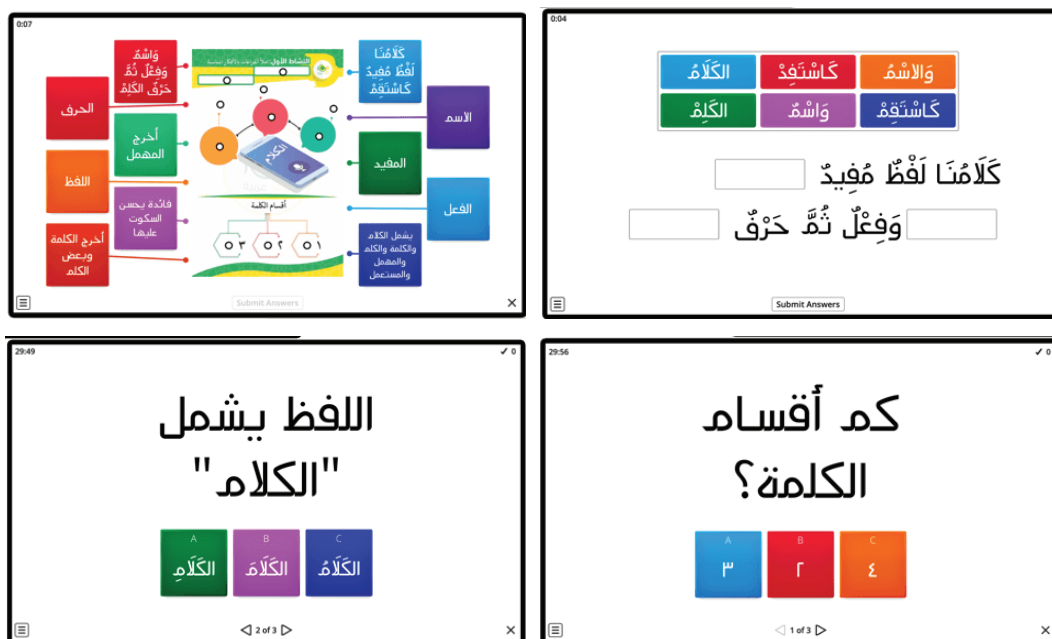


Figure 29.5: Display of Training Activities Through Wordwall Medium

This module can be potentially used by students to learn Arabic grammar and is also suitable to be applied in an online learning environment, especially during the current COVID-19 pandemic situation. The teachers or lecturers can act as mentors or facilitators.

## DESCRIPTION OF APPROACH

The iGQA module is a multimedia module that uses the Design and Development Research (DDR) approach (Richey and Klein, 2007) based on Sidek's Module Construction Model (2001), Infographic Design Model (IDM) (Kibar and Akkoyunlu, 2015) and language learning theories to develop modules. The study went through three main phases, namely starting with the needs analysis phase, design and development phase, which focuses on the process of designing and developing modules and ending with the usability assessment phase, which involves retrospective

assessment from students related to module usability. Each phase uses different data collection methods, starting with the survey method using questionnaires on the needs analysis phase, Fuzzy Delphi method for expert agreement in determining the elements as well as components of the module development. Next, for the usability assessment phase, the survey method through questionnaire and semi-structured interview methods were used to obtain data related to the applicability of the module. Document analysis was also used as a triangulation of data supporting the interview findings. Quantitative data of the first phase and the usability assessment phase were analysed using Statistical Package for Social Science (SPSS) software to obtain the mean and percentage scores. The second phase was analysed using the Fuzzy Delphi method using Microsoft Excel, while qualitative data for interviews in the evaluation phase were analysed according to the set themes based on the TUP Model, which was reported descriptively and interpretively.

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